DOCUMENT RESUME

ED 142 747 08 CE 011 759

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TITLE Mainstreaming the Handicapped in Vocational Education. Developing a Plan for Action.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washirgton, D.C.
PUB DATE 77
GRANT G007500391
NOTE 23p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Administrator Education; Curriculum Planning; *Educational Assessment; Educational Planning; *Handicapped Students; Higher Education; Inservice Education; Inservice Teacher Education; Instructional Materials; *Instructional Programs; Job Placement; Job Training; Learning Modules; Post Secondary Education; Preservice Education; Program Effectiveness; *Program Planning; *Regular Class Placement; Secondary Education; Student Development; Student Evaluation; Student Placement; Teacher Attitudes; *Vocational Education; Work Experience Programs

ABSTRACT

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.) In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities. Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training. (Author/HD)

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ED142747

MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Developing a Plan for action

CE 011 759

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Palo Alto, California

SUPPORTED BY THE

Bureau of Occupational and Adult Education, Grant No. G007500391

United States Office of Education

1977

The development of these instructional materials was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position.

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IN COOPERATION WITH

California State Department of Education	Office of Vocational Education Office of Special Education
. . . . .	
Berkeley Unified School District	Orientation Center for the Blind, Albany
Fullerton Joint Union High School District	San Diego City Regional Occupation Program
Grossmont Union High School District	San Francisco Unified School District
La Puente Valley Regional Occupational Program	San Jose Regional Vocational Center
Los Angeles City Unified School Dist.	San Jose Unified School District
Long Beach Unified School District	San Mateo County Regional Occupation Program
North Orange County Regional Occupational Program	Selaco-Downey High School, Los Angeles County

. . . . . .

The Consortium of the California State University and Colleges

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

Vocational Education Support Unit

Statement of Understanding Between the Vocational Education Support Unit and the Special Education Support Unit

Background

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative planning and program implementation arrangements.

Purpose

The purpose of this statement of understanding is to assure continued and augmented cooperation between the staffs of the Special Education Support Unit and the Vocational Education Support Unit of the State Department of Education in such actions as the following:

1. The joint development of provisions in the State Plan for the vocational education of handicapped persons in California
2. The joint review of those applications for funds for programs of projects providing benefits to handicapped persons.
3. The joint development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The joint development of appropriate inservice training of teachers for the handicapped and of vocational education teachers working with the handicapped.
5. To provide for intradepartment and interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize and recognize the working relationship that has long existed between these two services within the California State Department of Education.

For the Vocational Education Support Unit:

Signed: Samuel L. Barrett

State Director of Vocational Education

For the Special Education Support Unit:

Signed: Leslie Brinegar

Manager, Special Education Support Unit

Reprinted from California State Plan for Vocational Education. California State Department of Education, 1976.

STATE OF CALIFORNIA

Statement of Understanding Between the State Board of Education, the Board of Governors of the California Community Colleges, and the Department of Rehabilitation

Background

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative arrangements.

Purpose

The purpose of this statement of understanding is to assure continued and augmented cooperation between the Department of Rehabilitation staff, the State Board staff, and the Board of Governors staff in such actions as the following:

1. The development of provisions in the State Plan for the vocational education of handicapped persons in California.
2. The review of applications for funds for programs or projects providing benefits to handicapped persons.
3. The development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The development of appropriate inservice training of teachers for the handicapped.
5. To provide for interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize the working relationship between these state agencies.

For the Department of Education and the State Board of Education:

Signed: Wilson Riles

Superintendent of Public Instruction, Director of Education, and executive secretary, State Board of Education

For the Department of Rehabilitation:

Signed: Ray Traverse

Acting Director, Department of Rehabilitation

For the Board of Governors of the California Community Colleges:

Signed: I. W. Brosman

Chancellor and the executive officer, Board of Governors of the California Community Colleges

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Reprinted from California State Plan for Vocational Education. California State Department of Education, 1976.

Purpose of the Module

This module is meant to be a practical tool for the vocational educator who expects to instruct one or more handicapped students, along with non-handicapped students, in regular vocational classes. The module is meant to be used after the study of relevant instructional modules in this series. These modules include: Developing a General Understanding, Developing a Positive Attitude, Serving the Orthopedically Handicapped, Serving the Mentally Retarded, Serving the Visually Handicapped, and Serving the Communication Impaired. In completing this plan for action, it's assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgements about student needs and abilities.

Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators or professors engaged in pre-service or in-service training.

To the extent that a thoughtful and thorough approach is taken in completing this module, it is reasonable to assume that your effectiveness as an instructor will be enhanced and the handicapped student will be benefited. We believe you'll find the experience challenging and satisfying. Good Luck!

Knowing About the Handicapped Student

A. The student's name (or code number) is _____ _____

The student's disability is called, _____

A basic definition is _____

_____

Are there associated problems or disabilities? What are they?

_____

B. What physical, emotional, or mental characteristics are clearly evident that would limit employability? Could any of these limiting characteristics be modified through training, use of a device, or environmental modifications? (Specify)

_____

_____

_____

C. What evidence can you find that suggests whether the student copes with his handicap effectively and is able to "get things done"?

_____

_____

D. What are the student's existing interests, demonstrated abilities, and strengths as revealed by pre-vocational assessment?

_____

_____

_____

E. What have you learned from the special educator relating to medication, attendance, and procedures to follow if health care is required in the classroom or work station?

_____

_____

. . . . . .

Evaluation of responses: _____

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Knowing Yourself

A. Do you usually modify your regular class procedures to accomodate individual differences? If not, why not? If so, what modifications do you make?

B. Are you worried about the prospect of having a handicapped student in your classroom? If so, what concerns you the most? Discuss your main concerns.

C. What underlying reason(s) are there for these feelings and concerns? What might be done to modify the situation?

D. When dealing with the handicapped student, how will you check yourself to be sure that your feelings don't cause any inappropriate reaction (pity, condescension, rejection, etc.), but rather that your actions create a favorable learning environment?

E. What are the greatest strengths you have as an instructor that will be important to the handicapped student?

. . . . . .

Evaluation of responses:

Job/Task Analysis

A. Based on your knowledge of the current job market, what types of jobs in your occupational area might be open to the handicapped student for which he could become qualified?

_____

_____

_____

B. Have you prepared a breakdown of the tasks involved in these jobs? Which tasks appear readily doable by the handicapped person and which would seem particularly difficult?

_____

_____

_____

C. Can you point out to the student any examples of other handicapped persons who have been employed in this type of occupation? (Specify)

_____

_____

_____

D. To what extent is there a possibility of re-engineering of the job so that the very difficult (inefficiently performed) tasks could be eliminated or reassigned to another person?

_____

_____

E. After comparing the job tasks to your course of study and class activities, what task level problems are apt to occur in both situations? What might you do about them?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

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Cooperative Goal Setting

A. Based on your analysis of the job market and the handicapped student's potential, do you feel that the student needs vocational counseling? (Specify the type of counseling needed.)

B. What aspects of the student's pre-vocational assessment should be shared with him or her so that goal setting can be done realistically?

C. When setting goals cooperatively, what three persons typically should be involved? Who have you involved?

D. What short term goals have been cooperatively set?

E. When will you assess whether the short term goals have been accomplished? What performance criteria will you use? How do these criteria differ from the criteria applied to other students?

. . . . . .

Evaluation of responses:

Needed Course Modifications

A. Considering your curriculum, what course content modifications are needed relative to the student's skills development? Decide what information and steps are important and avoid unnecessary, time consuming diversions.

B. What course modifications are needed relative to the student's general understanding of the world of work?

C. What course content modifications are needed relative to the student's work habits, interpersonal relationships and personal safety?

D. What work experiences would be appropriate for this student? (Identify these as specifically as possible.)

. . . . . .

Evaluation of responses:

Other Needed Modifications

A. What equipment modifications or additions are important to help the student in assigned tasks?

B. What facility modifications or additions are appropriate to accommodate the student? Consider access to the class, the classroom itself, the work station, and related facilities such as storage areas.

C. What transportation assistance is advisable to enable the student to reach the class or the work experience location?

. . . . . .

Evaluation of responses:

Helpful Resources

A. What special instructional materials might be obtained to help the student master your course? Where can you get them?

_____

_____

_____

B. What persons should you involve as advisors, interpreters or aides, or team-mates for this student? (Consider professional persons, classroom paraprofessionals, parents, and capable vocational students.)

_____

_____

_____

C. What outside agencies may provide special help or funds? What specific help could be given this student?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

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Student Assessment Following Initial Instructional Period

A. To what extent did the student reach the goals that were cooperatively set for this initial period?

(1) Tasks accomplished on time? _____

(2) Performance skills satisfactory? _____

(3) Work habits satisfactory? _____

(4) Social relationships satisfactory? _____

(5) Other goals met? _____

_____

B. For those areas where the student's progress was unsatisfactory, what adjustments should be made in the goals for the next period?

_____

_____

_____

C. For those areas where the student's progress was satisfactory, was the student sufficiently challenged to reach his full potential?

_____

_____

D. What is the student's self appraisal so far?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

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Initial Assessment of Yourself and Significant Others

A. In the initial period of instruction were you able to project a positive, supportive attitude? If not, what prevented it? How can this factor be changed for the next instructional period?

_____

_____

_____

B. Did you find yourself constantly concerned about the handicapped student or were you able to take the student's individual differences in stride? (Explain)

_____

_____

C. Did you get the kind of back-up help you wanted from other persons?

(1) Special educator _____

(2) Classroom interpreter or aide _____

(3) Other students _____

(4) Administrators _____

(5) Other support persons _____

D. If this student is in a work experience setting, how did the employer and co-workers react to the student?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

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Revisions of Instructional Strategy

A. Based on the initial instructional period, what goals seem appropriate for the student in the remainder of the course?

_____

_____

_____

B. Based on the initial instructional period, what modifications are appropriate for the remainder of the course to best meet the needs of the handicapped student?

(1) Curriculum? _____

_____

_____

(2) Equipment, facility, transportation? _____

_____

_____

(3) Materials, resource persons, outside agencies? _____

_____

_____

(4) Your instructional approach? _____

_____

_____

. . . . . .

Evaluation of responses: _____

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Student's Development of Employable Skills

A. During this course, the handicapped student has developed the following employable skills, subskills, and levels of performance:

(Example) Skill: decorates baked goods
Subskills: applies icing, rosettes, lettering
Quality of performance: creative, thorough

(1) Skill: _____

Subskills: _____

Quality of performance: _____

(2) Skill: _____

Subskills: _____

Quality of performance: _____

(3) Skill: _____

Subskills: _____

Quality of performance: _____

(4) Skill: _____

Subskills: _____

Quality of performance: _____

(5) Skill: _____

Subskills: _____

Quality of performance: _____

(6) Skill: _____

Subskills: _____

Quality of performance: _____

B. The following skills need further development to increase the student's employment potential. To whom would you refer the student to obtain each of these skills?

_____

_____

. . . . . .

Evaluation of responses: _____

_____

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_____

Student's Development of Work Attitudes and Habits

A. During this course, the handicapped student has developed the following work habits:

(Examples) Consistently punctual, follows safety precautions

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

B. During this course, the handicapped student has developed the following work-relevant attitudes:

(Examples) Relates well to others, cooperates willingly

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

C. The following work attitudes and habits need further development to increase the student's employment potential. To whom would you refer the student to develop these attitudes and habits?

_____

_____

. . . . . .

Evaluation of responses: _____

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_____

Work Placement Considerations

A. Is there a favorable precedent for placement in this job situation, such as previous handicapped employee or trainee, or favorable employer viewpoint? _____

_____

_____

B. To what extent has the student been sufficiently trained for the type of work and level of responsibility required at the work situation?

_____

_____

_____

C. Are there problems to be worked out in advance, such as transportation, co-worker attitudes, etc.? _____

_____

_____

D. What is an appropriate trial period to give the trainee a fair chance without "locking in" the employer?

_____

_____

E. What criteria can you and the employer agree on, in advance, for judging the trainer's performance on the job?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

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Performance on the Job

A. The job tasks performed at an outstanding level included: _____

_____

_____

_____

B. The job tasks performed at an adequate level included: _____

_____

_____

_____

C. The job tasks performed at an inadequate level included: _____

_____

_____

_____

D. Other appraisals of trainee performance that affect employment potential include: _____

_____

_____

_____

. . . . . .

Evaluation of responses: _____

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Overall Assessment of Outcomes

A. In your opinion, what student benefits or gains have been made as a result of this course?

B. In the student's opinion, what benefits or gains have been made as a result of this course?

C. How have you personally gained by this experience?

D. What is your point of view about future experiences in instructing handicapped students in regular vocational education classes?

. . . . . .

Evaluation of responses: _____

This module was completed by:

Name:_____ Date Begun:_____

Organization:_____ Date Completed:_____

Address:_____

_____

_____

This module was evaluated by:

Name:_____ Date:_____

Organization:_____

Address:_____

_____

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NOTES